

BRIGHAM YOUNG ACADEMY.

Vol. I. PROVO, UTAH, MARCH 18, 1892. No. 14.

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THE NORMAL.

VOL. I.

PROVO, UTAH, MARCH 18, 1892.

No. 14.

MANAGING EDITOR, - - O. W. ANDELIN.
BUSINESS MANAGER, - - B. S. HINCKLEY.

PUBLISHED BI-WEEKLY DURING THE SCHOOL YEAR

BY THE

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EDITORIALS.

WE point with pride to the success of the oratorical contest held in the Academy last week. It was the first of its kind and the audience which came to hear the young orators filled the large assembly room to overflowing, there being over five hundred people present. Many of the leading citizens of Provo were seen in the audience, besides some from outside the city. Competitive efforts of this kind cannot but be beneficial in a high degree to those taking part, and inspiring to the listeners.

No doubt succeeding years will see similar contests, and that they will be productive of much good. We suggest that those who entered the present contest pursue their labors farther in this direction.

NOW that a great number have discontinued, we trust that those who remain are of the studious ones, and that they will make the remainder of this semester the most profitable of the whole year.

YOU can find some good points in any teacher's work, if you try.

FELLOW students, permit us to warn you against getting the "spring fever."

WE are glad to see the interest the normals are manifesting in "Normal Day."

ONE of the living educational issues of the day is the problem of enriching the "grammar school" either by shortening the time or requiring more studies.

THE school boards of the East are trying to solve the question of "corsets or no corsets."

Of course this agitation does not affect the boys.

THE work for the B. Y. A. Summer Normal School is having its effect.

Professor Cluff visited Weber County and Cache County last Saturday and Sunday and his labors resulted in the Weber County teachers voting to hold their summer Institute in Provo, thereby adding another county to the list. Several teachers from Cache will attend the Academy Summer Normal.

"THE efforts of all teachers should be to demand as the main plank in the educational platform at state associations, at county associations, and at city associations: (1) That life diplomas be put within the reach of every teacher; (2) That school authorities recognize these diplomas (in many cases this is being done); (3) That a life diploma in our state be recognized in another state."

Last Monday the training school was given an evening party by the teachers engaged there in honor of the close of their training practice. A fruit festival and various other enjoyments were the features of the evening.

VARIOUS TOPICS.

THE FACULTY PERFORMS A PLEASANT DUTY.

Dr. Karl G. Maeser.

DEAR BROTHER:

By reason of my seeming seniority as your associate instructor in the Brigham Young Academy, the pleasing yet delicate and affecting ceremony of voicing the united sentiment of this Faculty on this occasion of the presentation of resolutions of respect, love and esteem, to one who has so long lived and still lives so completely in the hearts of his fellow-teachers and pupils, has been assigned to me.

By way of introduction to the resolutions to follow, it is fitting at this juncture to enumerate simply three grand double epochs of the Academy's history which stand out in such bold relief as to command universal admiration.

I.

(a.) The execution of the deed of trust, October 16, 1875, by the founder, President Brigham Young, thus making possible the actual establishment of the Academy.

(b.) The formal opening of the B. Y. Academy, in the original building on Center Street, Provo, on Monday morning, August 21, 1876—running up the flag of the Academy and nailing its colors to the mast-head, never to be torn down.

Thus the Academic ship of *true education* was launched upon the great ocean-mission of earth-life, with theology and the voice of revelation and inspiration for its foundation, theology for its organization, theology for its management, theology for its constant work, and theology for its glorious results.

The organization on that memorable occasion as taken from auto-biographical history was as follows:

(a.) Grammar Department, Dr. Karl G. Maeser, twenty students.

(b.) Intermediate Department, Dr. Milton H. Hardy, forty-six students.

(c.) Primary Department, Mrs. Teenie Taylor, sixteen pupils, making a total enrollment of eighty-two.

II.

The "heroic passing." The triumph over the fire fiend on the night of January 24, 1884, when you so characteristically declared, "The Academy is not burned, it lives forever." And the Academy *did* live, with scarcely an interruption even of class-work. This epoch, how-

ever, is marked by conditions practically reversed, for the fire-fiend swept the building away, its flames in lurid glaring hissing for more burning—requiring giant striding, practical, lightning-like thought and planning, energetic at once and in relation, that the grand scholastic work might "go on." *And it did go on.*

III.

(a.) The transfer of real estate, and the conferring of authority to use all for the benefit of the Academy, in 1890.

(b.) The completion of this noble structure, the entering and establishment of the school in the beautiful Academy building, new, commodious and typical, with all its bright and blessed prospects, January 4, 1892.

By way of summary, at the formal opening more than fifteen years ago we had three departments, three instructors and eighty-two pupils; today we have ten departments, twenty-four instructors, besides normals, and five hundred and eighty-one pupils.

In all this we, one and all, recognize in you both the true *leader*, and the follower—the *teacher*, the *father*, the *brother*, the *friend*.

Trusting you may look down the broad avenue of memory with rapturous delight on the constant succession of clusters of glories in the form of grateful students singing you blessed, I have the distinguished honor of expressing the profound appreciation in which you are held by this Faculty by reading the following **RESOLUTIONS** prepared by that body.

M. H. Hardy.

WHEREAS, It became necessary in the development of Zion's educational interests for Dr. Karl G. Maeser, the retiring principal of the Brigham Young Academy, to assume a wider scope of usefulness in his present position as general superintendent of the Church School system; and

WHEREAS, The undersigned have, in the past, sustained towards him the triple relations of students, fellow-teachers, and brethren and sisters in the gospel, and are therefore peculiarly qualified to pay this tribute of respect.

Be it Resolved, That we recognize in Brother Maeser, the man who, under the guidance of heaven, has shaped the destinies of the Brigham Young Academy, and left such an impress of his individuality upon the entire Church School system as will be to him an ever enlarging monument of glory in the midst of Israel.

That in the personal magnetism which gained him the love, and made him the father, as it were, of his students; in the unbending moral integrity that stamped CHARACTER as

from a die upon those who heeded his instruction; and above all, in the child-like faith and spiritual warmth by which he led his students to *feel* and *know* the truth of the gospel, we recognized the qualities that made him great and successful; qualities that every true teacher should emulate.

That in his severing of active connection with the academy as principal, we feel the loss of the master spirit that has buoyed up the institution in the varying fortunes of its past career, and experience the sadness inevitable upon the withdrawal of such a counselor and guide. But on the other hand, we recall with pleasure our past associations, covering in some instances years; from which comes back not a single unpleasant incident, and feel proud that our preceptor and revered associate has been called to the honored position he now holds.

Finally, that we record our admiration for the man, our gratitude to the teacher, our love—almost a filial love—to the friend and companion, our determination to emulate his precepts, and our prayer to that Being, who has ever inspired him, that his declining years may be “full of pleasantness, and all his paths be peace.”

Adopted January 13, 1892.

Signed by 23 members of the faculty.

THE ORATORICAL CONTEST.

The library was crowded last Thursday evening as it has not been since January 4th, the occasion being the first, but not the last oratorical contest of the B. Y. Academy.

The contestants were seated on the left of the rostrum, and the judges were stationed among the audience. Each speaker as announced was greeted with a round of applause.

Throughout the entire six speeches, the closest attention was given, and the whole appreciated as evinced by the timely applauding.

When the last speaker had concluded, the judges retired and in about twenty-five minutes returned with their decision, which the President read:

1st prize, \$20.00, presented by the NORMAL, B. S. Hinckley.

2nd prize, \$10.00, presented by the Polysophical Society, J. W. Booth.

3rd prize, \$5.00, presented by Professor G. H. Brimhall, Julia Farnsworth.

The awarding of prizes was made by O. W. Andelin for the NORMAL, by Detta Caffrey for the Polysophical, and by G. H. Brimhall in appropriate speeches. The Garden City Mandolin Club played some nice selections during

the evening, and Professor Giles executed a number of pieces on the piano.

Intense interest was manifested throughout, and congratulations were given to all the orators.

PIONEERS OF UTAH.

The following oration received the first prize at the recent contest. All the orations deserve publication, but we have not space sufficient and must therefore content ourselves with publishing two or three.—ED.]

“While merrily the joyous songs resound
And pleasure crowns the day,
We'll not forget the good old sires
Who hither led the way.”

Today peace and plenty smiles upon every hand; the air is resonant with the voice of industry; the breeze is laden with the odors of responsive nature; and the heart with rapture swells in contemplating the efforts which bequeathed to us this worshiped legacy.

In the confines of this once desert land has grown up a great commonwealth which will stand as a lasting monument to the frugality and industry of a people who builded wisely and builded well.

Utah—Queen of the West.

“Grandeur are her native mountains,
Clearer flows her native rills,
And there's something passing lovely
In her rugged native hills.”

Within the mountain vales and beneath this Italian sky, has grown up a community conceived in poverty, cradled in adversity, nurtured in extremity, and crowned in prosperity. A people comforted by experience, cheered by hope and surrounded with the luxuries of life. While we view with gratitude the bounteous gifts, let us for a moment draw back the mystic curtain and gaze into the past.

Fifty years ago there stood upon the fertile plains of Illinois a beautiful city, built by the honest hands of religious refugees; here in the short space of seven years gathered twenty thousand Saints, erected a magnificent temple, laid its capstone amid the fires of persecution—a persecution which crimsoned the cradle land with the blood of martyred innocence.

When the earth was benumbed with the chills of winter these defenseless Saints—who had laid a thousand lives upon the holy, immaculate altar of religious liberty, were driven upon the bleak plains, homeless, shelterless, to perish in sight of houses built by their own hands.

“Oh, man's inhumanity to man!”

The people that once inhabited this fair city, where now are they? They were last seen carrying in mournful train their sick, wounded, halt

and blind to disappear beyond the western horizon, pursuing the phantom of another home. Pilgrims in their native land; driven from Eden to Sahara; driven from a land of luxury and music; driven to a land where never echoed the voice of civilization.

Their first resting place was upon the banks of the Missouri River. Here preparations were made preparatory to their great march westward,—here gathered a people, who in the economy of God, had been winnowed by the winds of adversity, purified in the fire of persecution, made master for their mighty mission. Moses, accompanied by manifestations of heaven, lead the oppressed children of Israel through the wilderness to the Promised Land—and their march was chronicled by the pen of inspiration.

Human effort has exhausted itself to depict the wanderings of an exile band who left their native land, crossed the briny ocean and planted the ensign of religious liberty in the rocks of Massachusetts.

"Hail Pilgrim fathers of our race,
With grateful hearts your toils we trace;
Again the native day returns
And finds us bending o'er your urns."

The greatest men in the greatest nation which graces this green earth, trace with pride their ancestry to that devoted band.

O America, America; land of the free and home of the brave,—it yet remained for thee to record a pilgrimage which knows no parallel—a pilgrimage which will be written in letters of gold upon the sacred pages of history—a pilgrimage divine!

In the eventful spring of 1847, one hundred and forty-three dauntless pioneers under the able leadership of a second Moses, began their perilous march of one thousand miles across those barren wastes, facing starvation, desolation and death; a band whose pathway was marked by nameless graves; a band whose bleeding feet stained the frozen earth, whose kind hearts conquered the savage breast; whose faith subdued the elements and whose God brought them triumphant to this goodly land. After the tiresome toil of weary weeks, they emerged from broad American plains to the precipitous slopes of the Rocky Mountains, and on the memorable 24th of July, 1847, they gazed upon these western wastes—oh who could paint that gaze!—a land arid and fruitless, a stranger to the spade and the shear, home of the lonesome coyote—wandering place of the naked savage. Their voices that long, long silence broke. "Thank God," they cried, "we've found a home at last, henceforth we shall be free."

They marked the way; they chiseled the rock; they hewed the path; they opened the doors of western civilization.

"They were the first to plow the sod we tread;
First to make this sterile soil yield bread;
First to direct the living mountain streams
To lands which now heaven's fair bounty teems.

"First from their hand our much loved country's flag
The breeze rec'd, that sighs around yon mountain crag,
The first house for learning in the land
The first grave dug was hollowed by their hand."

"They came; they saw; they conquered."

And today we live in this glorious land, where the high mountains and broad valleys fill the mind with great and grand ideas. Where the vast deserts compel endurance, and testify to the surpassing fortitude of the veterans who subdued the wastes and left to us an inheritance of their many virtues.

In such a land well may the hearts of her native sons swell with response to,

"All honor to the Pioneers
Who live with us today,
And sacred be the memory
Of those who've passed away."

Let their names be revered at the hearthstone; let their memories be embalmed in gratitude, and when their lips are sealed in the silent sleep of death, let their features shine from the painted canvas and let their forms speak to us in marble.

CLASS OF '92

At a meeting of the Normal Organization, held in room A last Saturday, the following officers were elected to take part in the exercises of "Normal Day."

Orator,	- - -	B. S. Hinckley,
Historian	- - -	Irena Mendenhall,
Prognosticator	- - -	May Thurman
Poet	- - -	H. M. Warner
Humorist	- - -	J. W. Booth
Valedictorian	- - -	O. W. Andelin

Committees were elected as follows:

PROGRAM.

Louise Kellar,	E. G. Gowans,
Ida Alleman,	Lon. Hinckley,
W. E. Rydalc.	

INVITATION.

Charles Jensen,	Violet Ryan,
Joseph Jensen,	Detta Caffrey,
Frank Olsen,	Rose Young,
George Watkins.	

With the above appointments, we have no doubt that the exercises on "Normal Day" will surpass those of last year. Let all Normals unite to make it a "day of days."

THEORY AND PRACTICE OF EDUCATION.

EXTRACTS

From Col. Parker's article in the *School Journal* on "Responsibility in School Supervision."

RESPONSIBILITY.

The supervisor or principal of a school should be responsible for his school. Business without responsibility is a failure; education without responsibility is impossible; progress without responsibility is a myth.

Responsibility for a school is meaningless unless the principal has the authority to select his own teachers from an approved list furnished by the superintendent. This fact is as plain as a pike-staff. It cannot be gainsaid. One incompetent teacher, in the line of eight years' work, damages irretrievably the whole course of instruction and development. If the teacher fails in his work, the supervisor's recommendation should be sufficient to relegate that teacher to some more congenial work outside the profession of teaching.

SHOULD UNDERSTAND EDUCATION.

Next to the choice of teachers, the supervisor should be *par excellence* a teacher of teachers. It goes without saying that the holding of teachers' meetings should be the main factor in the progress of a school. They should be held continually under the direction of the principal, and every teacher in the corps should contribute by discussion and suggestion, all he can bring to the assistance of the whole corps. One effective conference of teachers is worth many hours' work in the school. The principal of a school should be an earnest, persistent student of the laws of human growth, and the best means and methods of developing the human being; and he should bring all this power and skill to bear upon the education of his teachers. He should use every effort to bring about a strong, vigorous co-operation of his entire corps, so that the work of the whole school, from the lowest primary grade to the high school, may form one organic whole.

INSPECT AND EXAMINE.

The principal of a school should be a keen and truthful critic of teachers and teaching. The two means by which he may estimate the value of teachers and teaching, are inspection and examination. By inspection is meant the close observation of the teacher at work, and the pupils working under the immediate direc-

tions of the teacher. The ever present question should be: Are these pupils doing that work in the most economical manner which is immediately needed by them for their growth and development? The examination, however, is a means of looking upon an aspect of teaching that inspection will not reach.

Examination should demand that work, and only that work, which is of genuine value to the pupils examined. An examination which calls for non-essentials in education is in a high degree injurious. An examination to be of use, must be a demand for real teaching, that teaching which develops the children. An examination should test what pupils can really do in thinking and expressing thought. It should comprehend all the genuine work pupils have done and are doing. An examination should suggest to the teacher any marked weakness of his pupils in the work that should have been done. Both in inspection and examination, all the circumstances of the pupils should be thoroughly understood and carefully considered: for instance, the teaching in the grades below, the home influences and surroundings of pupils, the infirmities of heredity, and all the obstacles which prevent pupils from coming up to grade. It is plain that a teacher should not be charged with the sins, faults, poverty and ignorance of parents, nor deformities resulting from mental and moral inheritance. The *en bloc* plan of examination perpetuates the doctrine of the "survival of the fittest" with a vengeance. It is directly contrary to the human doctrine which would fit every one to survive.

THUS TEST THE TEACHER.

The sole motive of inspection and examination, should be to aid the examiners in estimating the skill, ability and attainments of the teacher, and never for the promotion of the pupils. A teacher who has pupils under his care for a year or more, is the only person capable of judging when his pupils should work in the next grade. A teacher incapable of knowing this important fact, is also incapable of teaching, and no examination can possibly make him a good teacher or repair the injury he has done. Thus expert examinations and inspections can be made of inestimable value to a teacher and to a school, while inexpert, ignorant examinations, authoritatively made, can be the cause of the greatest injury.

The second important duty of a supervisor is that of criticism. When a principal dis-

covers a fault or a weakness of a teacher, he should frankly inform the teacher and give his reasons therefor. No principal should ever criticise a teacher to any one except the teacher himself, until he is sure that his criticisms are without effect. The principal who waits until the end of the year and then recommends the dropping of a teacher, without first giving him all the criticism necessary, and all the help possible, is guilty of a grave error. A supervisor can indeed do very much for the education of the teachers under his charge, but there are many "school keepers" whom no power on earth can effectually help. An untrained, comparatively indifferent and ignorant teacher, is beyond the reach of the most efficient supervision.

(TO BE CONCLUDED.)

NOTES ON TEACHING HISTORY.

Let us suppose, now, that your pupils have entered upon the study of American history, and that each one is provided with some school text book, like the "Electric School History," or "Barnes' Brief History of the United States." Their books are open at the first page, and you are ready to enter upon the work of a term or a school year. What is the nature of the task that is before you? What do you propose to do with the class of boys and girls? Have you thought of doing anything more than simply to take them through the book? Oh! yes, you expect to have them learn the lessons so thoroughly that they will be able to pass good written examinations every month and to make a fine showing at the end of the term. You expect them to memorize a great stock of facts and dates, because, as you say, all knowledge is valuable, and a knowledge of the past will enable the rising generation to avoid the shoals and quicksands of the future. And such you claim is teaching "history with a tendency." I shall not deny that it is so,—but the "tendency" will be to make your pupils hate the very name of history, and forget as soon as they have left you every lesson you have taught them. Would it not be better to limit your intentions and expectations to just this one object: to create a genuine interest in history and a love for historical reading? Solomon prayed for nothing more than an understanding heart; and he received, not only wisdom and understanding, but also riches and honor. So, also, in striving earnestly to attain the object which I have mentioned, you will scarcely fail to reach other objects as well; for you will find abundant opportunities of illustrating and impressing upon the minds of your

pupils, the noblest lessons of history—lessons of endurance, and faith, and patriotism, and worthy enterprise, and wise statesmanship. To teach history thus is no easy task. It will require a wise preparation on your part, and an earnest resolution to accomplish the object which you have set before you. You must have your work well systematized, your plans well matured beforehand; for no loose nor hap-hazard method will succeed; and no half-knowledge nor half-effort on your part will inspire interest or effort on the part of the pupils. It is not in the province of these notes to indicate special methods to be adopted; they may offer general suggestions, but, if you would succeed, you must be your own architect in ways and means, and you must have the spirit of a discoverer.

The chapters in the school text-book are necessarily collections of brief, bare statements; they are often, in great part, unintelligible to the young student. Hence, it is generally well when assigning a lesson, to read it over with the class; to explain the difficult passages; to indicate what statements are of most importance, and why; and to designate such objects as will admit of, or demand some special attention. If you have a library, or even a cyclopædia at hand, you may assign to your pupils certain topics for investigation or discussion. If not, you must draw the more from your own stores of knowledge. You talk about the places mentioned in your lessons; your pupils draw maps, showing their location; you discuss matters of interest connected with those places—the climate, the productions, the men who live there—geography and history are Siamese twins. [You read that Columbus sailed across the Atlantic with three ships; if you are not bent on getting "through the book instead of awakening a genuine interest in history, you will find suggestions for a most interesting lesson and much investigation in the mention of those three ships. If you have a piece of Spanish money or a Mexican "quarter," you will find in it a whole chapter of history, and your boys will remember your talk about it long after they have forgotten your blackboard analysis and outlines. A lesson on your own currency, properly illustrated, and supplemented by historical references, will fix many important facts in their minds at the same time that it augments their interest in historical subjects.

There are a thousand ways and means, if you only set about finding them, by which you may enliven the dull lessons of the book, and arouse the sympathies and move the imaginations of your pupils.

A most efficient and always available aid, of the kind above mentioned, may be found in poetry. Nothing appeals more vividly to the imagination of children than good poetry; a pleasant poem, well read or memorized, will make a lasting impression on the mind, and will be worth more than the knowledge of a thousand "facts" that might be mentioned.

James Baldwin, Ph D. in Intelligence.

LITERARY.

GREAT THOUGHTS.

M. A. Y. GREENHALGH.

Always encourage great thoughts; they are the beginning of good.

Great thoughts, in our time, are not reserved for the privileged few, but are gifts which all may share, and by which all may be ennobled. Ours are the days which the kings of ancient days waited for and which its prophets yearned in one long ambition to see.

Never was there so much that is worth knowing, and never was there such a willingness to impart knowledge, as there is today. Literature can be bought at a lower price than ever before. The Bible, and other good books may be in every house, for their cost is small. Hence, there is no excuse for not storing our minds with the glorious thoughts and aspirations of the ancient prophets and teachers, as well as those of our own time and people. Our lives would be better, our thoughts nobler, our hearts larger, our faith more perfect, our words more charitable, if we would learn the lesson taught by the law and prophets: love God, do all the good we can to our neighbors, fix our minds on high and holy themes, and open our hearts, so that the Spirit of God may enter and dwell there, this is the only way to be truly happy.

INTELLIGENCE USED AND ABUSED.

"BIRD" ROBISON.

Intelligence is that part of us which causes us to think, to feel and to act. It is that light which comes from God, and which lighteth up every being which enters into the world. It is capable of enlargement, and its growth depends upon the industry of each individual. As we increase in years from infancy to the age of accountability we find that our minds are continually occupied without either the consent or disapproval of our bodies. It is the intelligence which dictates, and without that our bodies would be mere lumps of clay.

The little child beholds the things around

it, and is continually thinking of that which it sees. It beholds the beauties and wonders of nature and is naturally led to ask many questions concerning them, as, "What are those lights in the sky?" "Who made them?" "Who made the flowers?" "Who is God?" "What did He make everything for?" Thus little children increase in knowledge without Satan to tempt them until they reach years of accountability. Understanding no law they are amenable to none. Now a change takes place; they behold good and evil, and choose with perfect freedom the good or the evil, but must abide the result of that choice. This is the agency of man. These spirits which give life and light to our bodies existed before coming here, and always will exist.

There is no death. What is called death is only the departing of the spirit to another sphere of action and of thought. Leaving the tenement a little while until one shall command the reuniting of body and spirit.

One superior to them all stood in their midst, even God the Father of those spirits, and beheld many noble and great ones, and said, "These will I make my rulers."

Because of their superior intelligence He called and chose them in their first estate. Whether they will accept that call and fill it by repentance and good works in this life is a matter in which it is their privilege to exercise their free agency, and thus exalt or debase themselves. If they become idle and slothful their minds become dwarfed and narrow, and no matter how much natural ability they may possess, that ability lies dormant, and, being put to no use, is unfruitful and therefore not profitable but like a barren or withered tree is good for naught. While if we exert our energies, improve every opportunity to gain knowledge, our minds are enlarging, expanding and continually grasping new thoughts and acquiring fresh ideas. It is also our duty to train them in the right channel, that, being enlarged, they may be put to good use.

Every inventor, every scientist who discovers any law in nature and attributes it to the right source, every one who discerns and disseminates truths, either of science, art or literature, is making use of intelligence and thereby benefiting themselves and mankind. They are the benefactors of the world. On the contrary, those who study but to degrade, who have great talents, and use them but to debase and deceive those inferior to themselves, are abusing their God-given intellects, and trailing them in the mire. They will say to the slothful kind, to those who are too lazy and shiftless

to study and think for themselves, "There is no God." They will deny a providence which has all power, which is omnipresent and omniscient. They will scoff at such ideas. But where are their proofs? They will say "all is nature," "why be bowed down by priestcraft and tyranny?" They will use all their sophistry to bear against everything good and noble. None can gain an exaltation in ignorance. Then why not put to good use the intelligence you have, and strive to learn that you may not be overthrown by the sophistry of the wicked and corrupt? Every truth which you discover you will find exactly agrees with the true gospel, for there can be but one true religion, which embraces every truth. And to what better use can you put your intelligence than the study of theology? Some may say it is a dry study. Then I claim so is truth a dry study, for truth is the gospel and the gospel is truth and embraces all that is worth living for either temporally or spiritually. If we discover a sect which embraces ninety-nine truths and one error then we can discard it as false, spurious, but if we find a religion which cannot be torn to pieces or overthrown by any truth of science or nature, you may be sure that is the religion which, if embraced and lived up to, will exalt, purify and eventually perfect you and make you fit associates for the brightest order of intelligence. "The glory of God is intelligence." Intelligence is light, and every atom of light reflects from that being in whose image man is created.

He is omnipresent by that in the Godhead which is called the Holy Ghost, which goes forth in countless millions of directions from divinity and beholds all the works of the Creator. Everything is done by natural laws, controlled by a supreme intelligence. Thus are God and nature in harmony. The Creator with the created. Nor is that course deviated from. The Creator may have known and wept that some would fall. He may have known and rejoiced that others would be noble and great and keep righteous laws. If we put our finger in the fire it will burn. If we become drunkards, swindlers, and vagabonds, it is more than likely that suicide or murder will follow; but that does not prove that it was predestined that such should fill a drunkard's, suicider's, or murderer's grave—it was the result of a natural cause. And we are left to choose for ourselves whether we fall or expand and go forth to eternal progress.

The judges for the oratorical contest were the same as published in last issue, except E. A. Wilson, Esq., in place of Dr. Maeser, who did not expect to be present.

CORRESPONDENCE.

EDITOR NORMAL:

Having recently returned from a visit to the east I thought a few educational notes from that part might interest your readers. During my brief sojourn in Chicago I concluded to pay a visit to the far famed Cook County Normal School which is located about seven miles from the city. I reached there at 10 o'clock a. m., and was soon ushered into the presence of the principal, Colonel Parker, who greeted me with a cordial smile and began plying me with questions concerning Utah as he intends coming out here next summer. He took great pains in showing me through the fine institution, the like of which I had never seen before. We began at the kindergarten and passed through the various grades, examining the work and noticing the methods of the teachers, all seeming to work in perfect unison and according to nature. I was especially interested in the geography class. Colonel Parker has recently introduced a new system of shaded crayon map drawing which is the finest thing I ever saw. He intends introducing it here next summer. The normal students have their department on the top floor and were taking manual training when I was there. They also have workshops in the basement.

Each normal has one hour's practice every day teaching classes in the various departments. The plans for these lessons have to be made out a month in advance and submitted to the department teacher for approval. They have a well stocked library and have a large cabinet full of clippings from papers all arranged under the proper head. They also have pictures arranged the same way so that the picture of any object can easily be found.

Colonel Parker seemed especially interested in Utah and the schools and is anxious to get out here and see the teachers and have an out in our mountains. He also wants to have some of his best teachers come with him. He sent his best regards to Professor Cluff, and wishes him to look after some good hunting and fishing, as he wants to have a week's out.

W. L. Webb.

LEHI, March 5th, 1892.

"Memory is often a good test of age. When a person begins to find the recollection of current and recent work failing, and when he finds the recollection of events of the early part of his life acutely perceptible, and by a kind of spontaneity recurrent, the evidence is certain that the mind of that person is aging."

SCIENTIFIC.**EMOTIONAL AND MENTAL STRAIN.**

(BY E. B. ISGREEN.)

Teachers are fully aware that emotional strain is a fluctuating factor in each child, dependent on the weather, fatigue, excitement, and other circumstances. There is a large class of irregular mental or emotional states which are unfavorable to the complete health and steady activity of the mind. The so-called depressing emotions—timidity, despondency, anxiety, and discontent—often interfere with the mental health, producing actual and very marked lowering of the powers of execution. No scholar ought to be allowed to remain under the influence of them. It is the teacher's place to find out the cause, and remove it, if possible. In a certain number of cases they may be due to unkindness or neglect coming from the teacher or the playmates.

A neglect to award merited praise either wounds or hardens the one who feels the injustice. Again, all these depressed states may be simply a sign of overwork, want of exercise, bad air, want of sleep or food, etc.

A child should not feel that the object of his study is a worthless one.

Too much drudgery is laid upon many teachers in correcting exercises, looking over examination books and papers, making up averages of marks, weekly and monthly reports, and other school statistics. It is hard and unsatisfactory to have to give hours of the time needed for mental refreshments to the production of a few numerical results, which are probably destined to lie idle on a shelf.

There is a great deal of harm done by excessive urging or over-driving of children in school. Yet, on the other hand, there are many scholars whose natures need this urging, and are not properly developed without it. Who is a better judge than teachers of what constitutes a fair amount of work? In reply, it should be said that a wise parent knows more about a child, in general cases, than the teacher, especially if the child be one who remains only about five months with one teacher. It is the parent's eye that can best see when the child is "unlike himself," and the parent is justified in feeling anxiety when the child loses sleep and the desire for food and play.

Over-driven children will often study late and sleep poorly; they then rise late, dress in haste, and rush for school in dread of a mark for tardiness, often not pausing to sit down at the breakfast-table. They thus enter on the day's work with an exhausted and irritable

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system, which does not have a chance during the forenoon—so taken up is it with school thoughts—to remember its need for repair and rest. The luncheon-basket probably contains food suited to attract a jaded system and to produce dispepsia—cake, and pie, and doughnuts, etc.

The child finishes the school tasks, and goes home with an armful of books and an aching head—in need of food, rest and play, but hardly aware of either, and intent simply on learning the next day's lessons. There is no recovery from this strain, for the lessons are not learned until bed time, when the experience of the day before is repeated, and so on, day after day, until the fixed term expires. Wisdom should characterize both the actions of teachers and pupils.

LOCALS.

The military caps for the cadets have arrived.

Apostle Lyman attended the oratorical contest.

Our choir is gradually getting smaller. What is the cause of the lack of interest?

Prof. Hafen, who is now an active teacher in the Academy, is conducting the Art Department.

Geo. Reynolds, Dr. Maeser, Presidents Smoot and John were visitors at the missionary meeting last Sunday.

The ladies of the Paedagogium give a social entertainment tomorrow evening, to which all the members are invited.

The lady cadets are very proud of their caps, and now that their brooms are here we may expect to see them out in full uniform shortly. "Now, gentlemen, beware when you charge bayonets upon us again," said one of the ladies.

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
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